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"Education and Integration"

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THE IDEAS OF STUDENTS OF THE EDUCATION FACULTY ABOUT THE EUROPEAN UNION EDUCATION AND YOUTH PROGRAMS

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Introduction

The most important issue that Turkey has been dealing with since the beginning of 2000s is entrance to the European Union and the preparatory activities for this period. No matter how it is evaluated, as an opportunity or a threat which will break us off from our cultural values, the EU is a reality that our country faces. The reality of living together which will gain a new dimension with our entrance into the European Union will make it an obligation to revise the points of view of the communities towards each other and to revise their educational systems because education is important to develop relationships between countries. By means of education, we can teach tolerance towards the citizens of other countries as well as teaching patriotism and our cultural values. This is a necessity for developing the characteristics of universal relationship.

The institutional and political development of the European Union (EU) is based on the new European organization formed after the World War II. In Europe, which was demolished after two world wars, the first idea to set up a peaceful environment was to become integrated. In 1952, the European Coal and Steel Community and, in 1957, via the Rome Treaty, the European Economic Community were formed. These communities were incorporated into the European Union (EU) in 1965 (Baç, 2003:4).

With the project of being a part of western world, Turkey started the partnership period in 31 July 1959 by making an application for partnership. Turkey made the first step in 1963 by means of the Ankara Treaty. With this pact, which became valid in 1 December 1964, if Turkey carried out its responsibilities, negotiations for complete partnership in the European Union (EU), which was named European Economic Union then, could be started. In this way, the candidacy of Turkey was announced and Turkey gained the status of partnership (Baydarol, 2002:17). The Customs Union Treaty was signed, and in 1 January 1993, it became valid by a supplementary protocol (Morgil, 2003:104).

The European Union Council, which gathered in Copenhagen in December 2002, decided that negotiations for the complete partnership of Turkey could be started in December 2004. The aim of the Union could be achieved through the coordination of activities of the countries in the community and the formation of a policy for all countries of Europe. This could be done by giving compulsory directives to the member countries. (Arsava, 1990: 95).

The culture policy of European Union is based on a balance between protecting the domestic values of the member countries and forming a common culture across Europe. The aim is to put forward the common cultural values by protecting the local values at the same time. To be able to do this, first of all, a common educational policy should be established (Kabatepe, 2003:26).

After the period of the integration of Europe, education has been an important issue. This situation gained a place in 1957 Rome Treaty and 1992 Maastricht Treaty (Items 126 and 127). The Socrates program which is a common activity plan for all European countries was first started in March 1995 and its second step was started in January 2000. European Union Education and Youth Programs are open to all member countries. The countries are responsible for the implementation of the programs in coordination with other countries and for the establishment of the national agencies. The expectation of the European Union is that the member countries implement the same educational programs (Kısakürek, 2003:9-12). After the 1980s, the European Union also started to attach importance to education as well as to economy and politics, and together with this many projects were started to develop education. At the beginning of 1980s, projects such as FORCE, PETRA, COMETT and EUROTECHNET were started. As the results were positive, the European Union decided that the programs should continue, and they decided that they should be brought together under the programs of 'Socrates and Leonardo da Vinci'. The first implementations of these programs were carried out between 1995 and 1999 and they are being currently implemented. Turkey offered to join these programs in the meeting of the European Council in Luxemburg in 1995. The European Council determined some responsibilities that Turkey had to carry out, and it was mentioned that Turkey had some more to do in education although it had carried out some of its responsibilities already (Özdemir & Akbaş, 2002:65-67).

The Aim of the Research

In this study, which is called 'The Ideas of Students of the Education Faculty about the European Union Education and Youth Programs, the ideas of the students about these programs were researched for and their knowledge about these programs were uncovered.

The Sentence of the Problem

What are the knowledge of the students of the Education Faculty about the European Union Education and Youth Programs and their opinions about Turkey's entrance to the European Union?

Sub-problems:

- 1) What are the positive and negative ideas of the Education Faculty students about European Union?
- 2) How do the opinions of the university students about European Union differ according to the universities they attend, to the departments in which they receive education, to gender and in which year of studies in the faculty?

3) How do the opinions of the university students about European Union Education and Youth programs differ according to the universities they attend, to the departments in which they receive education, to gender and in which year of studies in the faculty?

The Importance of the Research

The scanning model has been used in this research paper. The students were asked two open- ended questions. One of the questions is 'What is your opinion about Turkey's entrance into European Union?' The second question is 'What do you know about European Union Education and Youth programs?' The results were shown in tables in frequencies and percentages after the answers of the students were analyzed.

The Personal Information of the Students

When the students who answered the questions were analyzed, it can be seen that 73.4% (58) of the students are from Kastamonu University and 26.6 % (21) are from Gazi University. When the frequency is analyzed according to gender, it can be seen that 79.7% (63) of the students are female students and 20% (16) of the students are male. Forty or 50.6% are third year students and 49.4% (39) are the second year students. When the students are analyzed according to their departments, it is seen that 41.7% (33) of the students are from the department of Pre-School Teaching, 31.7% (25) are from the department of Primary School Teaching, 13.9% (11) are from the department of Teaching of Special Children and 12.7% (10) are from the department of Physiological Counseling and Guidance and these figures are displayed in Table 4.

THE FINDINGS AND INTERPRETATIONS

The Findings about the First Sub-Problem

After the students were asked the questions, the ideas of the students were categorized into two groups as positive and negative. The positive ideas of the students are shown in Table 5 and the negative ideas of the students are shown in Table 6. According to the results, 36% (29) of the students are skeptical about the European Union and they do not trust it.

Table 1: The Distribution of the Negative Ideas of the Students about the EU .

The expression	f	%
The suspicion and distrustfulness about European Union	29	36,7
Does not support entering the European Union	27	34,2
The degeneration of the cultural and educational values	22	27,8
The demolition of the solitary state structure	12	15,2
The prejudices of European Union	10	12,7
The vagueness of the membership to the European Union	10	12,7
Imitation	4	5,1
The degeneration in language	2	2,5
Seeing European Union as colonialist	1	1,3
Alienation in community	1	1,3
Total	118	

Twenty-seven or 34.2% of the students whose ideas were consulted mentioned that they did not support membership in the European Union. According to the analysis of why they do not support this membership, the degeneration deterioration of the cultural and educational values is 27.8% (22), the demolition destruction of the undivided state structure is 15.2% (12), the prejudices of the European Union is 12.7% (10), and the vagueness of membership in the European Union is 12.7% (10).

Table 2: The Distribution of the Positive Ideas of the Students about the EU

The expression	F	%
The globalization of education and collaboration	16	20,3
Developing oneself	16	20,3
Developing life standards	15	19,0
More opportunities for students	13	16,5
Supporting membership of European Union	11	13,9
Better education and modernization	10	12,7
The necessity for standardization	10	12,7
Free travel	10	12,7
Being aware of the innovations	6	7,6
The equality of chance in education	5	6,3
The changes in the systems of university entrance	4	5,1
A free environment	4	5,1
The changes in the methods of teaching	3	3,8
Counseling in education	2	2,5
Attaching more importance to occupational education	2	2,5
The language education	1	1,3
Attaching more importance to practices	1	1,3
Appreciating people more	1	1,3
We have a better education system than Europe	1	1,3
Total	121	

When the positive expressions of the students towards the European Union were analyzed (Table 2), it can be seen that 20.3% (16) mentioned that the membership of Turkey in the European Union will contribute to the globalization of our education and many negative sides of our education will be removed. These students also mentioned that Turkey should collaborate with the countries in Europe. In the same way, 20.3% (16) mentioned that they will get better educational opportunities. The rate of the students who think that the life standards will increase after membership to the European Union is 19.0% (15). Together with this opinion, 16.5% (13) of the students mentioned that students will get more opportunities in education. Only 13.9% (11) of the students said that they supported Turkey's membership to the Union. Ten or 12.7% of the students mentioned that education will be better and in the same way 12.7% (10) of the students thought education will become standardized as in the other parts of life.

The Ideas about the Second Sub-Problem:

Table 3: The Distribution of the Students According to Their Ideas about the European Union

The Expression	f	%	University			
			G.U.		K.U.	
			f	%	f	%
Did not mention a specific opinion about EU membership	41	51,9	7	33,3	34	58,6
The suspicion and distrustfulness about European Union	29	36,7	8	30,0	21	36,2
Does not support entering the European Union	27	34,2	8	30,0	19	32,8
The degeneration of the cultural and educational values	22	27,8	2	9,5	20	34,5
Developing oneself	16	20,3	10	47,6	6	10,3
Developing life standards	15	19,0	1	4,8	14	24,1
More opportunities for students	14	16,5	7	33,3	6	10,3
The demolition of the solitary state structure	13	15,2	3	14,3	9	15,5
Supporting membership of European Union	12	13,9	4	19,0	7	12,0
Better education and modernization	11	12,7	-	-	10	17,2
The necessity for standardization	10	12,7	3	14,3	7	12,0
Free travel	10	12,7	-	-	10	17,2
The demolition of the solitary state structure	10	12,7	5	23,8	5	8,6
The prejudices of European Union	10	12,7	5	23,8	5	8,6
Being aware of the innovations	10	7,6	2	9,5	4	6,9
The equality of chance in education	6	6,3	2	9,5	3	5,2
The changes in the systems of university entrance	5	5,1	1	4,8	3	5,2
A free environment	4	5,1	3	14,3	1	1,7
Imitation	4	5,1	-	-	4	6,9
The changes in the methods of teaching	4	3,8	-	-	3	5,2
Counseling in education	3	2,5	-	-	2	3,5
Attaching more importance to occupational education	2	2,5	-	-	2	3,5
The degeneration in language	2	2,5	-	-	2	3,5
We have a better education system than Europe	2	2,5	1	4,8	-	-
Seeing European Union as colonialist	1	1,3	1	4,8	-	-
Language Education	1	1,3	-	-	1	1,7
Attaching more importance to practices	1	1,3	-	-	1	1,7
Appreciating people more	1	1,3	-	-	1	1,7
Alienation in community	1	1,3	-	-	1	1,7

The rate of the students who did not mention an idea about EU membership is 51.9% (41) (Table 3). Again, when the rate of the students who did not mention an idea about membership is studied, it can be seen that 33.3% (7) of the students at Gazi University and 58.6% (34) of the students at Kastamonu University put forward no idea about membership. For the students who feel suspicious about EU membership, it can be seen that the rate is 30.0% (8) at Gazi University and 36.2% (24) at Kastamonu University. When the ones who think that our cultural values will deteriorate when we enter the EU are scrutinized, it can be seen that the rate is 34.5% (20) at Gazi University and 9.5% (2) at Kastamonu University. However, 33.3% (7) of the students at Gazi University and 10.3% (6) of the students at Kastamonu University think that more opportunities will be presented to the students when we enter the European Union. Five or 23.08% of the students at Gazi

University and 8.6% (5) of the students at Kastamonu University think that the European Union is prejudiced against Turkey. When the students who think that when we enter the European Union we will have more facilities and opportunities are studied, it can be seen that the rate is 47.6% (10) at Gazi University and the rate is 10.3% (6) at Kastamonu University. Nine (15.5%) of the Kastamonu University students and 14.3% (3) of Gazi University students think that the undivided state structure of Turkey will be damaged.

When the students who did not mention any idea about EU membership are categorized according to the departments they attended, it is seen that the biggest rate belongs to the students who attended pre-school teaching department with the rate of 69.7% (23) (Table 8). The smallest rate belongs to the ones who attended Special Education department with the rate of 27.3% (3). When the ones who think that our cultural values will be deteriorated are studied according to the departments, it is seen that the biggest rate belongs to the students who attended primary school teaching. Almost half of the students who attended primary school teaching department think that our cultural values will be deteriorated when we enter the European Union. Only 9.1% (1) of the students who attend special teaching department thinks that our cultural values will be deteriorated. Five or 50.0% of the students who attended the department of Physiological Counseling and Guidance feel suspicious about the European Union. 44.0% (11) of the students at primary school teaching department, 40.0% (4) of the students in the department of Physiological Counseling and 36.4% (4) of students in the department of special education do not support the membership to the European Union. While 33.3% (11) of the students of pre-school teaching department think that our life standards will be raised when we enter the European Union, no one in the department of Physiological Counseling and Guidance put forward such an idea. When the rates of the students who think that the undivided state structure of Turkey will be destroyed when it enters the European Union are studied, it can be seen that the rates are 24.0% (1) in the primary school teaching department, 18.2% (2) in the department of special education and 9.1% (3) in the department of pre-school teaching. When the rates of the students who favor membership to the European Union are studied, the rates are seen as the following: 30.0% (3) in the department of Physiological Counseling, %16,0 (4) in the primary school teaching department, 9.1% (1 person) in the departments of special teaching and pre-school teaching (Table 4). 16.0% of the students in the department of primary school teaching think that emulation will increase together with entering the European Union. On the other hand, 8% of the students in the department of primary school teaching think that counseling in education and importance to occupational education will increase. Furthermore, 27.8% (9) of the students in the department of pre-school teaching and 4% (1) of the students in the department of primary school teaching think that free travel will be possible after entrance to the European Union. In addition 40.0% (49) of the students in the department of Physiological Counseling, 24.2% (8) of the students in the department of pre-school teaching, 18.2% (2) of the students in the department of special education think that there will be more chances of developing oneself after entering the European Union.

Table 4: The Distribution of the Ideas of the Students about Membership to the European Union According to the Departments They Attend.

The Expression	f	%	The Department							
			Pcg		Spec Teach		Pre-School		Primary School	
			f	%	f	%	f	%	f	%
Did not mention a specific opinion about EU membership	41	51,9	4	40,0	3	27,3	23	69,7	11	44,0
The suspicion and distrustfulness about European Union	29	36,7	5	50,0	3	27,3	11	33,3	10	40,0
Does not support entering the European Union	27	34,2	4	40,0	4	36,4	8	24,2	11	44,0
The degeneration of the cultural and educational values	22	27,8	1	10,0	1	9,1	8	24,2	12	48,0
The globalization of education and col-laboration	16	20,3	2	20,0	3	27,3	8	24,2	3	12,0
Developing oneself	16	20,3	4	40,0	2	18,2	8	24,2	2	8,0
Developing life standards	15	19,0	-	-	1	9,1	11	33,3	3	12,0
More opportunities for students	13	16,5	4	40,0	4	36,4	3	9,1	2	8,0
The demolition of the solitary state structure	12	15,2	1	10,0	2	18,2	3	9,1	6	24,0
Supporting membership of European Union	11	13,9	3	30,0	1	9,1	3	9,1	4	16,0
Better education and modernization	10	12,7	-	-	1	9,1	-	-	9	36,0
Free Travel	10	12,7	-	-	-	-	9	27,8	1	4,0
The necessity for standardization	10	12,7	2	20,0	1	9,1	6	18,2	1	4,0
The prejudices of European Union	10	12,7	1	10,0	4	27,3	3	9,1	2	8,0
The vagueness of the membership to the European Union	10	12,7	2	20,0	1	-	2	6,1	5	20,0
Being aware of the innovations	6	7,6	2	20,0	-	-	3	9,1	1	4,0
The equality of chance in education	5	6,3	1	10,0	1	-	2	6,1	1	4,0
A Free Environment	4	5,1	-	-	3	-	1	3,0	-	-
The changes in the systems of university entrance	4	5,1	1	10,0	-	-	2	6,1	1	4,0
Imitation	4	5,1	-	-	-	-	-	-	4	16,0
The changes in the methods of teaching	3	3,8	-	-	-	-	-	-	3	12,0
Counseling in education	2	2,5	-	-	-	-	-	-	2	8,0
Attaching more importance to occupa-tional education	2	2,5	-	-	-	-	-	-	2	8,0
The degeneration in language	2	2,5	-	-	-	-	1	3,0	1	4,0
We have a better education system than Europe	1	1,3	1	10,0	-	-	-	-	-	-
Seeing European Union as colonialist	1	1,3	1	10,0	-	-	-	-	-	-
The Language Education	1	1,3	-	-	-	-	-	-	1	4,0
Attaching more importance to practices	1	1,3	-	-	-	-	-	-	1	4,0
Appreciating people	1	1,3	-	-	-	-	-	-	1	4,0
Social Alienation	1	1,3	-	-	-	-	-	-	1	4,0

When the opinions of the students are studied according to gender (Table 5), it is seen that 51.9% (41) have not mentioned any idea about the topic. The rates are as the following; 56% (35) of the female students, 37.5% (6) of the male students did not put forward any idea about the topic, 50% (8) of the male students and 30.2%

(19) said that they did not favor membership in the European Union, 14.3% (9) of the male students and 33.3% (21) of the female students feel suspicious about the Union and they do not trust it, 37.5% (6) of the male learners and 24.4% (16) of the female ones mentioned that membership to the European Union will deteriorate our cultural values, 37.5% (6) of the male students and 9.5% (6) of the female students mentioned that our undivided state structure will be demolished when we enter the European Union.

Table 5: The Distribution of the Ideas of the Students about Membership to the European Union According to Gender

The Expression	f	%	Gender			
			Male		Female	
			f	%	f	%
Did not mention a specific opinion about EU membership	41	51,9	6	37,5	35	56,0
The suspicion and distrustfulness about European Union	29	36,7	8	50,0	21	33,3
Does not support entering the European Union	27	34,2	8	50,0	19	30,0
The degeneration of the cultural and educational values	22	27,8	6	37,5	16	25,4
The globalization of education and collaboration	16	20,3	3	18,8	13	20,6
Developing oneself	16	20,3	3	18,8	13	20,6
Developing life standards	15	19,0	2	12,5	13	20,6
More opportunities for students	13	16,5	1	6,3	12	19,0
The demolition of the solitary state structure	12	15,2	6	37,5	6	9,5
Supporting membership of European Union	11	13,9	2	12,5	9	14,3
Better education and modernization	10	12,7	1	6,3	9	14,3
Free Travel	10	12,7	3	18,8	7	11,0
The prejudices of European Union	10	12,7	3	18,8	7	11,0
The necessity for standardization	10	12,7	1	6,3	9	14,3
The vagueness of the membership to the European Union	10	12,7	1	6,3	9	14,3
Being aware of the innovations	6	7,6	1	6,3	5	7,9
The equality of chance in education	5	6,3	-	-	5	7,9
The changes in the systems of university entrance	4	5,1	1	6,3	3	4,8
A Free Environment	4	5,1	-	-	4	3,2
Imitation	4	5,1	1	6,3	3	1,6
The changes in the methods of teaching	3	3,8	1	6,3	2	1,6
Counseling in education	2	2,5	1	6,3	1	1,6
Attaching more importance to occupational education	2	2,5	1	6,3	1	1,6
The degeneration in language	2	2,5	1	6,3	1	1,6
Seeing European Union as colonialist	1	1,3	-	-	1	1,6
We have a better education system than Europe	1	1,3	-	-	1	1,6
The Language Education	1	1,3	-	-	1	1,6
Attaching more importance to practices	1	1,3	1	6,3	-	-
Social Alienation	1	1,3	-	-	1	1,6

When the ideas of the students about the European Union are studied according to their year levels, it is seen that 62.5% (25) of the third year students and 40% (16) of the second year students did not mention any idea about the topic. Seventeen or 43.6% of the second year students and 25% (10) of the third year students do not support membership while 15.4% (6) of the second year students and 12% (5) of the third year students support membership to the Union. Of the second year

students, 38.5% (15) and of the third year students 35% (14) said that they felt suspicious about the membership and they did not trust the Union. Twelve or 30.8% of the third year students and 25% (20) of the second year students said that our cultural values would be deteriorated when we entered the European Union. Eight or 20.56% of the second year students and 5% (2) of the third year students said that the European Union is prejudiced against Turkey. Seven or 17.9% of the second year students and 12% (5) of the third year students said that Turkey's undivided state structure will be damaged after entrance into the Union. Ten or 25.6% of the second year students and 15% (6) of the third year students said that Turkey's education will be globalized and we will be able to cooperate better in education with the European countries. Nine or 23.1% of the second year students and 15% (6) of the third year students said that our life standards will be better when we enter the European Union (Table 6).

Table 6: The Distribution of the Ideas of the Students about Membership to the European Union According to Year Levels

The Expression	f	%	Year of Study			
			2. Year		3. Year	
			f	%	f	%
Did not mention a specific opinion about EU membership	41	51,9	16	40,0	25	62,5
The suspicion and distrustfulness about European Union	29	36,7	15	38,5	14	35,0
Does not support entering the European Union	27	34,2	17	43,6	10	25,0
The degeneration of the cultural and educational values	22	27,8	12	30,8	10	25,0
Developing oneself	16	20,3	8	20,5	8	20,0
The globalization of education and collaboration	16	20,3	10	25,6	6	15,0
Developing life standards	15	19,0	9	23,1	6	15,0
More opportunities for students	13	16,5	8	20,5	5	12,0
The demolition of the solitary state structure	12	15,2	7	17,9	5	12,0
Supporting membership of European Union	11	13,9	6	15,4	5	12,0
Better education and modernization	10	12,7	6	15,4	4	10,0
Free Travel	10	12,7	5	12,8	5	12,0
The necessity for standardization	10	12,7	7	17,9	3	7,0
The prejudices of European Union	10	12,7	8	20,5	2	5,0
The vagueness of the membership to the European Union	10	12,7	4	10,3	6	15,0
Being aware of the innovations	6	7,6	4	10,3	2	5,0
The equality of chance in education	5	6,3	1	2,6	4	10,0
The changes in the systems of university entrance	4	5,1	1	2,6	3	7,5
A Free Environment	4	5,1	3	7,7	1	2,5
Imitation	4	5,1	-	-	4	10,0
The changes in the methods of teaching	3	3,8	1	2,6	2	5,0
Counseling in education	2	2,5	1	2,6	1	2,5
Attaching more importance to occupational education	2	2,5	1	2,6	1	2,5
The degeneration in language	2	2,5	1	2,6	1	2,5
We have a better education system than Europe	1	1,3	-	-	1	2,5
Seeing European Union as colonialist	1	1,3	-	-	1	2,5
The Language Education	1	1,3	-	-	1	2,5
Attaching more importance to practices	1	1,3	-	-	1	2,5
Appreciating people	1	1,3	-	-	1	2,5
Social Alienation	41		-	-	1	2,5

The Findings about the Third Sub-Problem

Table 7: The distribution of views of students about EU training programs according to universities

The Expression	f	%	University			
			G.U.		K.U.	
			f	%	f	%
I don't know anything about this matter	37	46,8	9	42,9	28	48,3
We have the opportunity of taking education in EU countries	15	19,0	6	28,6	9	15,5
Erasmus program is a student change program for a period of time	14	17,8	2	9,5	12	20,7
I don't have enough knowledge about most of the programs	12	11,4	5	23,8	7	12,1
My best knowing program is Erasmus program	11	13,9	5	23,8	6	10,3
I find it beneficial and as a privilege to take a different education	9	11,4	3	14,3	6	10,3
I hear only the names of training programs	6	7,6	4	19,0	2	3,4
Being provided financial services by them	6	7,6	2	9,5	4	6,8
I think that enough introduction isn't made in school	5	6,3	2	9,5	3	5,2
Programs provide to enrich general culture and point of view	4	5,1	2	9,5	2	3,4
I don't find it beneficial	3	3,8	-	-	3	5,2
I know about Socrates program	3	3,8	-	-	3	5,2
Erasmus don't work up very good	2	2,5	1	4,8	1	1,7
Programs provide opportunity of training	1	1,3	-	-	1	1,7
Programs are the contemporary form of traditional education system	1	1,3	-	-	1	1,7
The students who are well-off and have high marks is offered a good future	1	1,3	-	-	1	1,7
I know programs like Comenius	1	1,3	-	-	1	1,7

46.8 percent (37) of the students who express an opinion related with the matter stated that they have no idea about EU training programs. %48.3 (28) percent of the students studying at Kastamonu University and 42.9 (9) percent of the students studying at the Gazi University who have an idea declared that they have no knowledge about EU training programs. Distribution of the students saying that they only heard names of the EU programs is 19 (4) percent of the students studying at Gazi University, 3.4 (2) percent of the students studying at Kastamonu University. When we investigate the distribution of the students saying that EU training programs enable an opportunity to be educated in Europe and they don't

have any other knowledge, we can see it is 28.6(6) percent of the students studying at Gazi University and the 15.5 (9) percent of the students studying at Kastamonu University. Those saying that their most known program is the Erasmus Program among the EU training programs consist of 23.8 (5) percent of the students at Gazi University, 12.1 (7) percent of the students at Kastamonu University. The students stating that the Erasmus Program is a student exchange program for a period of time are 20.7 (12) percent of the students at Kastamonu University and 9.5 (2) percent of the students at Gazi University. Those stating that training programs are provided financial support by the EU are 9.5 (2) percent of the students studying at Gazi University and 6.8 (4) percent of the students Kastamonu University. %5.2 (3) percent of the students at Kastamonu University stated to have knowledge about the Comenius Program, only one student (1.7) stated to have knowledge about the Comenius Program. The students who think not to make enough introduction in schools is 9.5 (2) percent of Gazi University students and 5.2 (3 people) percent of Kastamonu University students. There aren't any students saying that they know the Socrates and Comenius programs within Gazi University students.

When the students' ideas are looked at according their education department about EU training programs, 39.4 (13) percent of the students in teaching primary school, 60 (15) percent of the students in classroom teaching, 63.6 (7) percent of the students in special education department said that they have no knowledge about EU training programs. Those saying that having the opportunity to take education about EU training programs are 30.3 (10) percent of teaching primary school students, 27.3 (3) percent of the students to be educated in special education. % 50 (5) percent of psychological counseling and guidance students said that their best known program is the Erasmus Program among EU training programs. Those saying that the Erasmus Program is a student exchange program for a period of time are 30 (3) percent of psychological counseling and guidance students, 24.2 (8) percent of teaching primary school students and 12 (3) percent of students in classroom teaching. Students who have knowledge about the Socrates Program are 9.1 (3) percent of teaching primary school students. The person knowing Comenius Program is the one who is a student in teaching primary school. When the distribution of students is looked at saying that they don't have enough knowledge about most of the programs, it is seen that there are 50 (5) percent psychological counseling and guidance students, 12.1 (4) percent teaching primary school students, 10 (1) percent psychological counseling and guidance students, 9.1 (2) percent of the students studying special education. Further, 9.1 (3) percent of teaching primary school students stated not having enough introduction. When the distribution of students is looked at that stated to hear only names of the EU programs, it is seen that there are 20 (2) percent psychological counseling and guidance students and 18.2 (2) percent of the students studying at special education.

Table 8: The distribution of views of students about EU training programs according to at which department they study

The Expression	F	%	The Department							
			Pcg		Special Tea		Pre-School		Prim Sch	
			F	%	f	%	f	%	f	%
I don't know anything about this matter	37	46,8	2	20,0	7	63,6	13	39,4	15	60,0
We have the opportunity of taking education in EU countries	15	19,0	2	20,0	3	27,3	10	30,3	-	-
Erasmus program is a student change program for a period of time	14	17,8	3	30,0	-	-	8	24,2	3	12,0
I don't have enough knowledge about most of the programs	12	11,4	5	50,0	-	-	5	15,2	2	8,0
My best knowing program is Erasmus program	11	13,9	5	50,0	-	-	4	12,1	2	8,0
I find it beneficial and as a privilege to take a different education	9	11,4	3	30,0	1	9,1	5	15,2	-	-
I hear only the names of training programs	6	7,6	2	20,0	2	18,2	1	3,0	1	4,0
Being provided financial services by them	6	7,6	-	-	2	18,2	3	9,1	1	4,0
I think that enough introduction isn't made in school	5	6,3	1	10,0	1	9,1	3	9,1	-	-
Programs provide to enrich general culture and point of view	4	5,1	2	20,0	-	-	2	6,1	-	-
I don't find it beneficial	3	3,8	-	-	-	-	2	6,1	1	4,0
I know about Socrates program	3	3,8	-	-	-	-	3	9,1	-	-
Erasmus don't work up very good	2	2,5	1	10,0	-	-	-	-	1	4,0
Programs provide opportunity of training	1	1,3	-	-	-	-	1	3,0	-	-
Programs are the contemporary form of traditional education system	1	1,3	-	-	-	-	1	3,0	-	-
The students who are well-off and have high marks is offered a good future	1	1,3	-	-	-	-	1	3,0	-	-
I know programs like Comenius	1	1,3	-	-	-	-	1	3,0	-	-

Table 9: The distribution of views of students about EU training programs according to sex

The Expression	f	%	Gender			
			M		F	
			f	%	f	%
I don't know anything about this matter	37	46,8	12	75,0	25	39,7
We have the opportunity of taking education in EU countries	15	19,0	-	-	15	23,8
Erasmus program is a student change program for a period of time	14	17,8	2	12,5	12	19,0
I don't have enough knowledge about most of the programs	11	11,4	1	6,3	10	15,9
My best knowing program is Erasmus program	12	13,9	-	-	12	19,0
I find it beneficial and as a privilege to take a different education	9	11,4	2	12,5	7	11,1
I hear only the names of training programs	6	7,6	1	6,3	5	7,9
Being provided financial services by them	6	7,6	2	12,5	4	6,3
I think that enough introduction isn't made in school	5	6,3	-	-	5	7,9
Programs provide to enrich general culture and point of view	4	5,1	-	-	4	6,3
I don't find it beneficial	3	3,8	1	6,3	2	3,2
I know about Socrates program	3	3,8	-	-	3	4,8
Erasmus don't work up very good	2	2,5	-	-	2	3,2
Programs provide opportunity of training	1	1,3	-	-	1	1,6
Programs are the contemporary form of traditional education system	1	1,3	-	-	1	1,6
The students who are well-off and have high marks is offered a good future	1	1,3	-	-	1	1,6
I know programs like Comenius	1	1,3	-	-	1	1,6

When the views of students about EU training programs according to sex variable is looked at, it seen that 75 (12) percent of male students and 39.7 percent of female students don't have any knowledge about EU training programs. When those saying that it is a student exchange program with the EU countries for a period of time is looked at, it consists of 12.5 (2) percent of male students and 19 (12) percent of female students. Those saying that they have an opportunity for taking education with EU training programs is 23.8 (15) percent of female students. When the distribution of students saying that they don't have enough knowledge about most of the programs is looked at, it is found that 15.9 (10) percent of female students and 6.3 (1) percent of male students are not informed about this subject. When those saying that their best known program is the Erasmus Program is looked at, it is seen that the supporting this idea is made completely by the female students. According to the data, %19 (12) percent of the female students are informed about this subject. When the distribution of students according to sex saying that they know only the name of training programs is looked at, 7.9 (5) percent of the female students and 6.3(1) percent of the male students are informed about this matter. Knowledge of the Socrates Program is made completely by the female students. In accordance with this, %4.8 (3) percent of female students know about the Socrates Program. Only one girl (1.6%) knows about the Comenius Program.

Table 10: The distribution of views of students about EU training programs according to at which class they study

The Expression	f	%	Year of Study			
			2. Year		3. Year	
			f	%	f	%
I don't know anything about this matter	37	46,8	24	61,5	13	32,5
We have the opportunity of taking education in EU countries	15	19,0	5	12,8	10	25,0
Erasmus program is a student change program for a period of time	14	17,8	5	12,8	9	22,5
I don't have enough knowledge about most of the programs	11	11,4	2	5,1	9	22,5
My best knowing program is Erasmus program	12	13,9	2	5,1	10	25,0
I find it beneficial and as a privilege to take a different education	9	11,4	3	7,7	6	15,0
I hear only the names of training programs	6	7,6	4	10,3	2	5,0
Being provided financial services by them	6	7,6	4	10,3	2	5,0
I think that enough introduction isn't made in school	5	6,3	3	7,7	2	5,0
Programs provide to enrich general culture and point of view	4	5,1	-	-	4	10,0
I don't find it beneficial	3	3,8	2	5,1	1	2,5
I know about Socrates program	3	3,8	1	2,6	2	5,0
Erasmus don't work up very good	2	2,5	1	2,6	1	2,5
Programs provide opportunity of training	1	1,3	1	2,6	-	-
Programs are the contemporary form of traditional education system	1	1,3	1	2,6	-	-
The students who are well-off and have high marks is offered a good future	1	1,3	1	2,6	-	-
I know programs like Comenius	1	1,3	-	-	1	2,5

When the opinion of students about EU training programs is looked at according to the level of class variable at which they study, it is consisted of 61.5 (24) percent of second year students and 32.5 (13) percent of third year students. Those saying that they have an opportunity of taking education in European countries in EU training programs are 12.8 (5) percent of second year students and 25 (10) percent of third year students. Those saying that their best known program is the Erasmus Program consist of 5.1 (2) percent of third year students. It is found that those who state that the Erasmus Program is a student exchange program for a period time consist of 22.5 (9) percent of female students and 12.8 (5) percent of female students. Two of the three who say that they know the Socrates Program are third year students and the other person is second year student. When the distribution of students saying that they don't have enough knowledge about most of the EU training programs, it is seen that it consists of 22.5 (9) percent of third year students and 5.1 (2) percent of second year students.

Results and Recommendations

In summary, 36.7 percent of students who were asked for advice have informed us that they discredit the EU and don't trust it and 34.2 percent of students have informed us that they are in favor of not attending the EU. The opinion of deterioration of our cultural worth, the danger of destroying our unitary government structure, the opinion of Turkey that a double standard is being applied by the EU, the uncertainty and length of attendance process to the EU

are the reasons why they don't want to participate in the EU. On the other hand, 20.3 percent of students have stated that with Turkey's membership to the EU, the system of our education will become universal, corruptions in the field of education will disappear and we can participate with the EU countries in this field. Furthermore, 20.3 percent of students have the opinion that with having further opportunities in this way they can improve themselves. The proportion of students who think that the standard of living can be better than today with the attendance in the EU is 19.0 percent. Being in line with this opinion, 16.5 percent of students think that further opportunities in the field of education can be provided to students. Only 13.9 percent of students have stated clearly that Turkey should attend the EU. Moreover, however little it is, students think that Turkey will be modern and better off, they will be free to move around without a visa and education will be standardized like it is in all fields of life.

When distribution of students who don't express their opinions about attendance in the EU is looked at, it is found out 33.3 percent of Gazi University students and 58.6 percent of Kastamonu University students. Thirty percent of the students studying of Gazi University and 36.2 percent of the students studying at Kastamonu University are made of students who discredit the EU and don't trust it. When opinions about the fact that cultural values may deteriorate as Turkey participates in the EU are looked at, it is seen that 9.5 percent of students study at Gazi University and 34.5 percent of students study at Kastamonu University. On the other hand, when students who say that much more opportunities will be obtained with Turkey's participation in the EU are looked at, it is found that 33.3 percent of the students study at Gazi University and 10.3 percent of the students study at Kastamonu University. It is seen that Kastamonu University's students' negative opinions and distrustfulness of participation in the EU are greater than the others.

When students' opinions about the EU are looked at according to their departments, students not giving a clear opinion about participation in the EU are students who study the teaching of primary school at 69.7 percent and with the highest proportion. Also, with the least proportion, 27.3 percent are students studying in the special education department. When opinion that cultural values will deteriorate is looked at according to departments, 48 percent is made up of students studying at classroom teaching. However, only 9.1 percent of students studying in the special education department think that cultural values will deteriorate. Fifty percent of students studying in the psychological counseling and guidance department discredit the EU and don't trust it. Forty-four percent of classroom teaching students, 40 percent of psychological counseling and guidance department students and 36.4 percent of special education students don't support participation in the EU. When the distribution of students who support participation in the EU is looked at according to departments, 30 percent of psychological counseling and guidance students, 16 percent of classroom teaching students and 9.1 percent of primary school and special training students support participation in the EU.

When students' opinions about the EU are looked at according to sex, 56 percent of female students and 37.5 percent of male students don't give any opinions about participation. Fifty percent of male students and 30.2 percent of female students have said that they don't support participation in the EU but 14.3 percent of female students and 12.5 percent of male students say that they support participation. Fifty percent of male students and 33.3 percent of female students discredit the EU and don't trust it and 37.5 percent of male students and 25.4 percent of female students say that the EU will corrupt our cultural values. Furthermore, 37.5 percent of male students and 9.5 percent of female students have said that our unitary government structure we be in danger. When students' opinions are looked at according to the year in which they take education, 62.5 percent of third year student and 40 percent of second year students haven't given opinions about participation. While 43.6 percent of second year students don't support participation in the EU, with third year students this proportion decreases to 25 percent. Moreover, 38.5 percent of second of year students and 35 percent of third year students discredit the EU and say that they don't trust this cooperation. However, 15.4 percent of second year students and 12 percent of third year students are supporters of participation in the EU.

Further, 48 percent of students studying at Kastamonu University and 42.9 percent of students studying at Gazi University say that they don't have any knowledge about EU education programs. The distribution of students whose say that they have heard only their names: 19 percent of the students studying at Gazi University and 3.4 percent of the students studying at Kastamonu University. It is seen that Gazi University students have more knowledge about EU education and youth programs than Kastamonu University students. The distribution of students that think enough introduction isn't provided at school: 9.5 percent of Gazi University students and 5.2 percent of Kastamonu University students. When students' opinions about the EU education programs is looked at according to students' departments, 39.4 percent of primary school teaching students, 60 percent of classroom teaching students and 63.6 percent of special education students have said that they don't have any knowledge about the EU education programs. When distribution of the students saying that they don't have enough knowledge about most of the programs is looked at, it is seen that 50 percent of psychological counseling and guidance students and 12.1 percent of primary school teaching students.

When students' opinions about the EU education programs is looked at according to the sex variable, it is seen that 75 percent of male students and 39.7 percent of female students don't have any knowledge about the EU education programs. By looking at female students' other opinions, too, it is seen that female students have more knowledge than male students about the EU education programs. For example, even if it is only by name, female students have given more opinions than male students about Comenius, Erasmus and Socrates programs. When students' opinions about the EU education programs are looked at according to year in which they take education, 61.5 percent of second year students and 32.5 percent of third year students consist of students who said that they don't know

anything about the EU education programs. By looking their others opinions, too, it is seen that third year students have more knowledge.

According to this results, these researchers can make some recommendations:

- Similar research must be done with different sampling groups
- Arrangements should be made for young people to participate in the EU education and youth programs.
- Teenagers need to be acquainted with the about positive or negative results with which our government will encounter after participating in the EU.
- Departments at universities must do additional activities about the EU education and youth programs.

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